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ABSTRACT

This paper discusses the three facets of evaluation which could be used in vocational education. The evaluation could fall into three dimensions: (1) the content dimension consisting of input, process, and output evaluation; (2) the operational dimension consisting of the following criteria: fakability, validity, desirability, probability, and reliability; and (3) the product dimension consisting of hypothesis, methodology, results, discussion, and recommendations. (Author/RC)

THREE ASPECTS OF EVALUATION METHODOLOGY*

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The purpose of this paper is to discuss the three facets of evaluation which could be used in vocational education. The evaluation could fall into three dimensions: (A) evaluation content, (B) operational criteria, and (C) expected product (see figure 1). This model of evaluation is a form of $V = f(A_i, B_j, C_k)$

where V = evaluation of the project

A_i = the variable of content dimension for $i = 1, 2, 3$.

B_j = the variable of operational dimension for $j = 1, 2, 3, 4, 5$.

C_k = the variable of product dimension for $k = 1, 2, 3, 4, 5$.

f = the function relationship between independent variables (A_i, B_j, C_k) and the dependent variable V.

An explanation of the three dimensions is as follows:

A. CONTENT DIMENSION

1. Input Evaluation: In constructing an input evaluation, an attempt is made to determine the needs of environment and the problems underlying these needs, to determine the relevance of the project to the needs of the environment, and to determine how to utilize resources to meet the goals and objectives.

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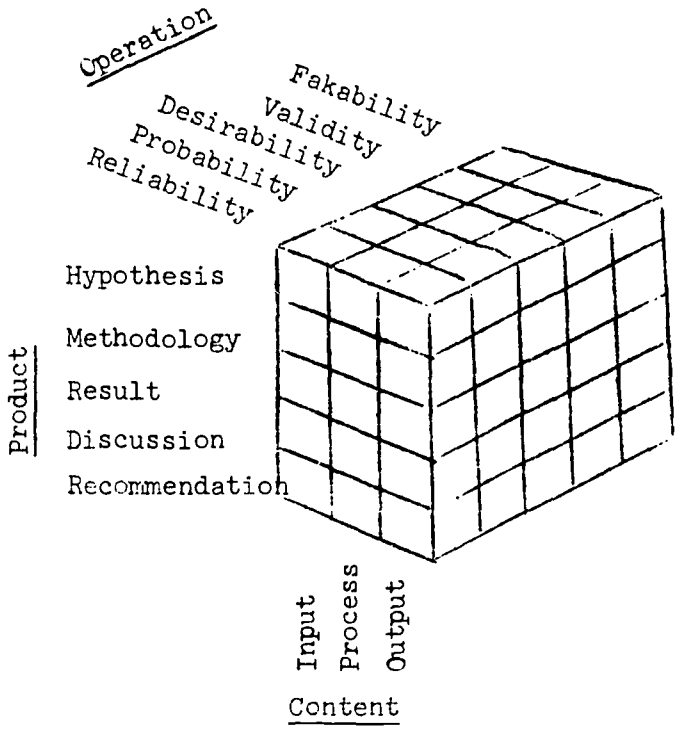

FIGURE I

Three Dimensions of Evaluation

2. Process Evaluation: The purpose of the process evaluation is to monitor the project to learn what is being done, and to provide information to the project manager and his staff so that they may improve the quality of the project while it is being conducted.

3. Output Evaluation: The output evaluation seeks to determine to what extent the stated objectives have been accomplished.

B. OPERATIONAL DIMENSION

The following are operational criteria of the evaluations:

1. Fakability: This stage of evaluation attempts to determine whether the provided information is truthful or correct and the activities of the program are really occurring.

2. Validity: This stage of evaluation intends to answer the question whether this program activity is suitable to the variable being considered.

3. Desirability: This stage of evaluation intends to discover the benefit of the program in terms of time, cost, manpower resources and other variables.

4. Probability: This stage of evaluation tries to determine whether the accomplishment of the program is feasible or not.

5. Reliability: This area of evaluation is used to determine whether the information is reproducible and the program activity is replicable. In other words, if we seek the same objectives in another situation under the same conditions, will we get the same results?

C. PRODUCT DIMENSION

1. Hypothesis: This section includes these steps: identify the terminal behavior, define the desired behavior, specify the criteria of acceptable performance and state the measurable hypothesis.

2. Methodology: This section includes the design of the research, the logic of relating empirical data to the theoretical propositions, the subjects, the sampling and control devices, the technique of measurement, and any apparatus used.

3. Results: The section on results includes the tests of statistical significance and the logic of inference and generalization from empirical observation.

4. Discussion: This section intends to point out the limitations of the results, note the correspondence of differences between the findings and widely accepted points of view, and the implications for theory and practice.

5. Recommendation: This section is intended to provide the recommendation resulting from the assessment upon which can be based the decision, terminate, continue, and/or modify the evaluated programs.